



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

academies reported in the State, with 126 teachers and 2,400 pupils, and an annual income which was estimated at \$34,000; and from 1850 to 1860 more than sixty additional ones were established.²⁸

Florida and Texas were the last of the Southern States to be admitted to the Union. They became States in 1845, and had the experiences of their older sisters to guide them in formulating educational policies. Something of educational importance had already been attempted in each State, however, before this time. The Florida Education Society, formed at Tallahassee in 1831, was of considerable influence in collecting and diffusing educational information and in working to secure the establishment of such a system of schools as would be suited to the conditions and needs of the Territory. By 1840 eighteen or twenty private academies had been formed, each with trustees numbering from five to nine. The constitution of the Republic of Texas in 1836 declared: "It shall be the duty of Congress, as

soon as circumstances will permit, to provide by law a general system of education;" and an act of that Republic three years later granted three leagues of land to each county for the purpose of supporting an academy. Moreover, the constitution adopted when Texas came into the Union was very adequate in its provisions for educational support. Both of these states showed interest in schools as a public concern, though Florida's first common school system was not inaugurated until 1849 and it was not until 1854 that a regular system of free schools was provided for Texas. However, private academies were active, though not very numerous, in both States during the *ante-bellum* period. Florida had eighteen academies by 1840 and ten years later they numbered thirty-four, with forty-nine teachers and more than 1,200 students, and with an annual income estimated at \$22,000. Texas had ninety-seven such schools in 1850, with 137 teachers and 3,300 pupils, and an estimated annual income of \$77,000.

²⁸Weeks, *History of Public School Education in Arkansas*.

(To be Concluded)

WHAT MAKES GOOD TEACHING?

By ANGUS B. CAMERON

Superintendent of Schools for Moore County, Carthage, N. C.

AN adequate answer to an inquiry so important and so comprehensive involves so many things that it would be impossible to dwell upon them all even in the briefest way in an article so limited in space as this must necessarily be.

We might answer the question in this single statement, "A good *teacher* makes good teaching," and this rather comprehensive statement might be sufficient for us to rest our case here if all were fully agreed as to the exact elements that go to make up the ideal teacher; but because of a want of such agreement and for want of a definite standard it may be well to consider some of the most necessary qualifications which, if possessed by the teacher, will make good teaching a certainty.

Certainly broad, full, well-rounded scholarship is one of the first essentials. A broad and full grasp of the subject taught so that the teacher can move freely without fear of reaching the edge, a knowledge so full that what he gives the pupil is but a small part of what he could give enables the teacher to speak with power, and his words carry conviction in a way that cannot be done if the teacher's reserve fund of knowledge is limited. It is a common saying of the miller that grinds with water-power that he can make better

meal when he has plenty of "back water." So the teacher who has a large fund of knowledge in reserve will do better teaching. And, if in addition to a thorough knowledge of his particular subject, he should have a large fund of general information, his teaching will be better, for upon this resource he may often draw for illustration and illumination. The greater this fund and the wider his range of general knowledge, other things being equal, the better his teaching will be.

But great as is the value of a large store of knowledge, there are other factors which may, and sometimes do, we believe, contribute even more largely to good teaching, for it must be admitted that some great scholars are very poor teachers, while some of the best teaching is done by those whose equipment, from the standpoint of the scholar, is at least, mediocre.

That somewhat vague and indefinable something called *personality* is one of the most telling factors in good teaching. It may not be born in us all; most likely it is not. Certainly some possess it in much larger measure than others; but we may all cultivate it and acquire it to some degree at least. Fortunate indeed is the teacher who possesses that magnetic power which draws others to him. He should nur-

ture it and cultivate it to its largest possible growth; and he that is without it or possesses it in but small degree, should do his utmost to acquire it, for without it he is doomed to failure, or at best, but limited success.

Another factor which contributes largely to good teaching is good health. Good physical condition is, in fact, so closely connected with the factor of personal magnetism or personality as to be almost identical with it. But whether we consider it as identified with personality or as a separate factor contributing to good teaching, we must admit its importance.

"Good bodily conditions are absolutely essential to the qualities of mind and character necessary for wholesome teaching. . . . It has been estimated that the nerve energy used up per teacher-hour is twice that per hour of ordinary office work."* To be a good teacher, or to do good teaching, one must be a good leader; to be a good leader one must be a good animal. Without that poise, that self-confidence, that self-mastery that springs so easily from a good physical condition it is very difficult to exercise the kind of discipline that makes for good teaching; and *good discipline* is another one of the large factors in the matter of good teaching. By good discipline we do not mean the habit of resorting to harsh measures, but rather that broad, generous handling of affairs which carries with it the idea of a "square deal." Good discipline must be firm, fair, and just, not "little," not "nagging," not vacillating, not over lenient, nor over severe. "A hand of steel in a velvet glove" expresses the idea.

He who loves the work for the work's sake and teaches because he loves to teach will do good teaching, while he who teaches as a stepping stone to some other profession or for the sake of getting a little "spending money" will teach but poorly. "Dr. W. H. Payne has said, 'Teaching is the noblest of the professions, but the sorriest of trades.' Human life is the finest thing in the world, and he who is called to the training and development of human life has the highest calling in the world. Only those who so appreciate the greatness of teaching should enter the profession."†

Again, he who would teach well must have vision. The sculptor looks beyond the rough surface of the unhewn block of marble and sees the image of an angel, and with chisel and mallet he transforms the shapeless stone into the beauty and perfection of the image that he sees. The gardener with prophetic vision looks into the future and sees the wondrous beauty

of the lily and even in imagination inhales its rich perfume while yet it all lies dormant in the commonplace bulb. Carefully he tends it and nourishes it until at last he is rewarded first by the tender shoot, then the bud, and then the full blown flower. So he who would teach well must look beyond the present and be able to see in the children that come under the influence of his daily instruction not merely the uncouth, untrained, and often rude and boisterous boys and girls, but rather the well-trained, well-rounded citizen of the future—the man and the woman that he would have them be. If he can do this and approach his work sympathetically in the attitude of friend and helper to his pupils; if he can be "chummy" with them in their sports, a sympathetic friend and wise counselor to them in their problems; if he can overlook the frailties and follies of youth and help them to overcome their peculiar weaknesses, while at the same time he finds and helps them to find the good that is in them and magnifies it and nurtures it and helps them to grow day by day more and more like the great ideal; if in the spirit of the Great Teacher he can forget himself, his personal pleasure, his personal advancement, and deny himself the things he would like to do, while he does for them the things they need him to do, then he will do good teaching and he will have his reward, not in gold and silver and houses and lands, but in the better, larger life of men and women and in the consciousness of a noble work faithfully done.

A CALL FOR LEADERSHIP

THE urgent problems of the new world which universities exist to serve, will suggest and demand grave changes of educational structure, purpose and method. The spirit of the times guarantees seriousness in the pursuit of scientific truth, enthusiasm for the lessons of history and politics, open-mindedness to ideas, sympathy for the struggles of men everywhere and resolution to win leadership in solving the problems resting upon the democratic order at the summit of which in its yet unbroken might, stands your country and mine.

The great war is victoriously over, in which we unselfishly helped to preserve free institutions from the menace of armed force from without our borders. An even greater war is on in which democracy must prove its right to exist as the ultimate expression of freedom and self-government, and in which enlightened unselfishness must battle with the forces of danger in our inner life.—DR. EDWIN A. ALDERMAN.

* Woofter, *Teaching in the Rural Schools*, p. 27.

† Woofter, *Teaching in the Rural Schools*, p. 25.